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| **Third Grade Parents…YOU CAN HELP REINFORCE LEARNING AT HOME. (4th QTR)**  Please keep this information close by. Below you will find the curriculum for the fourth nine weeks. These are the things your child will be learning during the 4th 9 week period. Have meaningful conversations with your child everyday about what they are learning. Review homework and classwork. Encourage a love of learning! If you have any questions, please contact your child’s teacher.  **Visit Mrs. Nestor’s Classroom Website for additional Resources:** [**http://www.nestor3.weebly.com**](http://www.nestor3.weebly.com)  **Casey\_Nestor@Gwinnett.K12.GA.US , Carrie\_Rice@Gwinnett.K12.GA.US, Marlene\_Botts@Gwinnett.K12.GA.US, Cheryl\_Walters@Gwinnett.K12.GA.US, Lindsay\_Gerry@Gwinnett.K12.GA.US, Jackie\_Dodd@Gwinnett.K12.GA.US** | | |
| **Subject** | **Gwinnett County AKS** | **What to do with your child** |
| **Science**  Magnets | **Magnets**   * investigate magnets and their effect on common objects and other magnets (GPS, ITBS) * investigate to find common objects that are attracted to magnets (GPS) * investigate how magnets attract and repel each other (GPS) * demonstrate that size and shape of a magnet do not determine strength * distinguish between magnetic and nonmagnetic metals * construct a temporary magnet and describe the process | Talk to your kids about where you can find magnets and point out magnets  Talk about the attributes and characteristics of magnets and what they’re used for  Talk about how magnets attract and repel each other |
| **Social Studies**  Cesar Chavez  Economics | **Cesar Chavez**   * discuss the life of Cesar Chavez and his efforts to expand people's rights and freedoms in a democracy (GPS) * discuss Cesar Chavez and his efforts to expand our rights through worker's rights * explain social barriers, restrictions, and obstacles that Cesar Chavez had to overcome and how he was able to succeed * describe the cultural and geographic systems associated with Cesar Chavez (GPS) * identify specific locations on a map significant to the life and times of Cesar Chavez * describe how place (physical and cultural) impacted the life of Cesar Chavez * describe how Cesar Chavez adapted to and was influenced by his environment * trace examples of travels of Cesar Chavez and the movement of his ideas across time * describe how the region in which Cesar Chavez lived affected his life and impacted his cultural identification * describe how Cesar Chavez displayed positive character traits (GPS) * relate cooperation, diligence, liberty, justice, tolerance, freedom of conscience and expression, and respect for and acceptance of authority to Cesar Chavez   **Economics**   * describe the four types of productive resources (GPS) * describe natural/land productive resources * describe human/labor productive resources * describe capital/capital goods productive resources * describe characteristics of entrepreneurship * explain that government provides certain types of goods and services in a market economy and pays for these through taxes (GPS) * describe government services such as schools, libraries, road, police/fire protection and military * give examples of interdependence and trade and explain how voluntary exchange benefits both parties (GPS) (3SS\_D2008-28) * describe the interdependence of consumers and producers of goods and services * describe how goods and services are allocated by price in the marketplace * explain that some things are made locally, some elsewhere in the country, and some in other countries * explain that most countries create their own currency for use as money * describe the costs and benefits of personal spending and saving choices (GPS) | Encourage your child to discuss fictional stories that he or she has read or seen about Cesar Chavez. Talk about how the people and events in these fictional stories are like and unlike the people and events your child is learning about.  Imagine with your child what it was like to live during these historical times.  Ideas to Discuss:   * Cesar Chavez- Discuss the hardships of migrant workers and the obstacles that Cesar Chavez had to overcome in order to expand the rights of migrant workers. Talk about what character traits he displayed and how we exhibits those traits. * Economics: Discuss resources and how you decide what to spend your money on and what not to. Talk about how much things cost and how you go about making your financial decisions (what you have to give up when you’re making a choice). Look at the tags of different items in your home and discuss trade, consumers/producers, and currency. |
| **Reading and Language Arts**  ***(skills repeat throughout the year)*** | * Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) * Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur) * Read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently by the end of grade 3 (Fountas and Pinnell level P) * Read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently by the end of grade 3 (CCGPS) * Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details (CCGPS) * Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification (CCGPS) * form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified * use commas in addresses * recognize and observe differences between the conventions of spoken and written standard English * identify real-life connections between words and their use (e.g., describe people who are friendly or helpful) | Read daily as a family. Share your own favorite childhood books with your child. Talk about and read different types of books with your child.  Give books as special gifts and help your child build a personal library.  Ask your child to infer, predict, and summarize as they read. Use questions such as:   * Why do you think…? * What will happen next…? * What happened on this page/paragraph/chapter?   Read charts and graphs together. These can be found on cereal boxes, magazines, flyers, toy boxes, etc.  Call attention to frequently confused words in text, such as to, too, two; there, their, they’re. |
| **Word Study**  Greek & Latin Roots Vocabulary  Handwriting | * Divide & Conquer = how to break words apart ( base/root, prefix, and suffix) * uni, unit (one) * bi (two) * tri (three) * Write legibly in cursive: All Letters Review & Practice | Point out words with prefixes and suffixes as you are reading with your child. Ask them to divide and conquer the word to figure out the meaning.  Encourage cursive handwriting at all times. |
| **Math**  Numbers and Operations in Base Ten | CONTINUE to REVIEW:   * Place Value through the thousands place * Adding and Subtracting Fluently * Bar Graphs, Pictographs, Line Plots * Explaining Multiplication Situations * Multiplying Single-Digit Numbers * Explaining Division Situations * Dividing Single Digit Divisors * Explaining Multiplication as Comparison * Solving Multiplication and Division Problems * Solving Multi-Step Word Problems * Applying Properties (identity, commutative, associative, distributive, zero) * Understanding Division as Unknown-Factor Problem * Multiplying and Dividing Fluently * Solving Word Problems * Assessing Answer Reasonableness * Extending and Explaining Patterns * Understanding and Measuring Area * Demonstrating Area Concepts * Understanding Multiplication through Area Models * Recognize Area as Additive * Drawing Scaled Graphs to Solve Problems * Generating Measurement Data * Creating Line Plots from Measurement Data * Identifying, Drawing, examining, classifying quadrilaterals (four sided figures) * Comparing and contrasting attributes of quadrilaterals * Partitioning shapes and expressing areas of each part * Modeling and explaining fraction representations * Representing fractions on number lines * Explain equivalence of fractions * Expressing whole numbers as fractions * Comparing fractions * Drawing scaled graphs to solve problems * Generating Measurement Data * Creating Line Plots from Measurement Data   New Common Core/AKS for 2nd 9 Weeks: (measurement)   * tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram * measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem * solve real world and mathematical problems involving the perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeters and different areas or the same areas with different perimeters * draw a scaled picture graph and a scaled bar graph to represent a data set with several categories; solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs (e.g., draw a bar graph in which each square in the bar graph might represent 5 pets) * generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units - whole numbers, halves, or quarters | Practice their multiplication and division facts daily. Use flash cards or drill your child in the car.  Visit Mrs. Nestor’s class website for other math songs, games, and videos  Talk with your child whenever you find yourself multiplying or dividing in your everyday life  Point out different capacity amounts in your kitchen (cups, quarts, pints, ounces, gallons)  Talk about the best tool to measure something (inches, feet, yards/ ounces, pounds, tons/ grams, kilograms)  Discuss how much time has passed during an activity or have your child find out when an activity will be over by using elapsed time.  Measure items to the nears ¼, ½, and whole inch with your child.  Encourage your child to tell you why and how they solved a math problem. |